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ABSTRACT

A lead article, System-Based, Unified Social Sciences, written by Alfred Kuhn, examines the relationships of the social sciences to each other and to the entire field of science. The social sciences are related by an intrasystem and intersystem of analytic concepts that enable us to perceive similarities or patterns in both past and future events. Other inclusions in the newsletter are: (1) announcement of availability of the Curriculum Materials Analysis System (CMAS); (2) announcement of the publication "Wingspread Workbook for Educational Change Agenda"; (3) progress reports on the Colorado Legal Education Program, Ethnic Heritage Project, and Evaluation Project; (4) announcement of the Advanced Consultation Skills Lab to be held on June 10-12, 1975; (5) SSEC Consultation Network members and their specialities; and (6) the ERIC Chess Board and Looking At supplements. This issue of Looking At interviews Dan Dieterich and provides resources on the topic of public doublespeak. Chess Board announces inhouse clearinghouse activities, resources, and selected RIE abstracts. (Author/DE)

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SSEC Social Science Education Consortium
NEWSLETTER

NUMBER 22 Supported by the National Science Foundation APRIL 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
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SYSTEM-BASED, UNIFIED SOCIAL SCIENCE

by
Alfred Kuhn
University of Cincinnati

The SSEC has always had a major interest in the relationships of the social sciences to each other and to the entire field of science. These relationships are of theoretical interest to social scientists; they are of great practical interest to curriculum developers and social studies teachers, who often must "do" interdisciplinary social science, whether or not it is "possible."

In the face of critics who assert that a real or useful interdisciplinary social science is theoretically impossible, or at best impossibly difficult, Alfred Kuhn has spent two decades in forging what is probably the most advanced and fruitful existing system for relating the social sciences to each other. Two major products of his efforts have just now become available—an impressive theoretical volume and a related college text.

On top of the very difficult task of conceptualizing and writing these two books, Kuhn has taken on another difficult task—that of writing a synopsis of the two volumes for SSEC Newsletter *readers. His article is heavier going than most* Newsletter *articles, but we hope readers will feel that it is useful to have this introduction to Kuhn's pioneering work.*

Introduction

This article summarizes *The Logic of Social Systems* (San Francisco: Jossey-Bass, 1974).* The *Logic* is a succinct statement of a particular approach to social science. The key elements of this particular approach are captured in the subtitle: it is a *Unified, Deductive, System-based Approach to Social Science.*

Social science refers primarily to the nomothetic approach to the study of social phenomena. This approach seeks to make generalizations that are independent of time and place; for example, "The price and quantity of a commodity will be determined by the interaction of supply and demand" or, "A successful ruler must possess and know how to exercise power." By contrast, idiographic studies of social phenomena, although not wholly eschewing such generalizations, tend to focus on particular times, places, and/or cultures.

Deductive means that each of the basic concepts is developed as a pure science. Terms are defined, models are constructed in the form of sets of assumptions, and conclusions about human interactions are then deduced. Nearly a thousand propositions about behavior, interactions, and social structures are thus deduced. Only a few deductions are compared with extant empirical findings, though most can probably be tested experimentally.

Unified does not imply either a single principle that explains all about everything or a tying together of the social disciplines in their present forms. It refers instead to a short list of concepts that all social sciences have in common—a common set of analytic underpinnings. These include the intrasystem concepts of *detector, selector,* and *effector* and the intersystem concepts of *communication, transaction,* and *organization.* The conventional social science disciplines are particular combinations, instances, or selected emphases of these basics. *Unified* also means that all terms, regardless of which specialty normally uses them, are defined as a single mutually consistent, interlocking set. For example, whereas authority, socialization, culture, civil liberties, supply and demand, or social structure are normally defined without reference to one another or to any common intermediate terms, within or between disciplines, here all are defined directly or indirectly in terms of a common set of relatively few primitive terms.

The approach is *system-based,* since no other conceptual structure seems comprehensive enough to handle this kind of unification; it is self contained, since no prior knowledge of system analysis is necessary. System analysis revolves around two parallel trios of concept. Detector, selector, and effector deal respectively with information, values, and effectuational activities *within* a controlled system; this is intrasystem, or psychological, analysis. Communication, transaction, and organization deal with transfers of information, transfers of values, and joint effectuations *between* or *among* systems; this is intersystem, or social, analysis. Thus the intrasystem and the intersystem analyses, which are elaborated separately in the following sections, are intimately related.

Intrasystem: Systems in General and the Human System

A *system* is any set of interacting or interrelated com-

*A text designed for college freshmen and based on the *Logic* was published in January 1975. It is entitled *Unified Social Science: A System-based Approach* and available through the Dorsey Press, Homewood, Illinois. It is easier to read than the *Logic* and includes more examples but omits most of the deductive structure and discussion of methodological problems.

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ponents. The question generally is not whether some set of components *is* a system, but whether the observer finds that set worth *studying* as a system. It will probably be worth studying a situation as a system whenever the whole is clearly more than the sum of its parts. To the extent that an automobile is more than wheels plus engine, and a society is more than persons, families, and PTAs—to that extent each can fruitfully be studied as a system, using system concepts.

A system is *controlled* (goal-oriented, self-stabilizing, self-correcting, cybernetic, adaptive) if it "prefers" some state or condition to some other, and has some capacity to return itself to or move toward that state if it is pushed away. All living things are controlled systems, which have at least a direct or indirect goal of survival. The only other controlled systems we know of are made by humans and are of two distinct types. The first are mechanical (in the broad sense) and include thermostatic temperature controls, automatic volume controls, toilet tanks (which return the water to a prior level after it has been "disturbed" by flushing), guided missiles, governors on power mowers, and automatic inventory control systems. The second are formal organizations, such as firms, governments, universities, and (in some respects) families. Perhaps the best short definition of behavioral science is "the study of controlled systems." (For purposes of social science, *uncontrolled* systems are of interest solely in connection with informal organization, including human ecology and market systems, to be discussed below.)

If a controlled system is to give differential responses to different conditions in its environment, it must first be able to receive information about (detect) the state of that environment—that it is hot or cold, pleasant or unpleasant, threatening or secure. That part or function of a system that acquires information is the *detector* function. In the human, the detector includes the sensory and cognitive processes.

Second, the system must have some sort of preferences. The amoeba "prefers" moderate temperature to very hot or cold; the electric refrigerator "prefers" 40 degrees to zero or 100; and humans obviously have preferences of many sorts. The part or function of the system that has preferences or goals, on the basis of which choices are made, is the *selector* function. Without it the system would give the same response to stones and steak or to comfort and freezing.

Third, the system must be able to execute the response it selects: to turn on the compressor when the temperature in the refrigerator rises above 41 and turn it off when the temperature falls below 39, or to eat steak but not stones. The function of carrying out a selected response is called the *effector*.

The three functions can be shortened to DSE (Detector, Selector, Effector), or, in common language, knowing, wanting, and doing. The rough parallels in psychology are cognitive, affective, and motor; while stimulus, organism, and response are still another parallel. DSE are the three logically irreducible ingredients of any controlled system, without which there can be no adaptive behavior. A "behavioral" explanation lies in describing the DSE states of a system and how they interact to bring about its selection of a response.

The following sections deal with the three major aspects of intersystem analysis: communication, transaction, and organization.

Intersystem Analysis—Communication

There are two types or levels of possible transfers between systems, those of matter-energy and those of information. These can be thought of respectively as substance (if we loosely apply that term to include energy) without regard to its pattern and as pattern without regard to its substance.

The transfer of pattern (information) is *communication*. For humans it takes two main forms. The first is nonverbal, often simply imitative. Here a pattern internalized in one brain (as the pattern of a bowl, of a family structure, or of a kiss) is symbolized externally by overt acts of doing or making. Those overt acts or their products are observed by others, and become internalized patterns in those others. The second kind of communication is verbal, the message. In a message the semantic signs representing two or more images (concepts) are put in some relationship to represent some other concept which does not have a sign of its own (or which the sender of the message does not know or wish to use). If we use a Venn diagram with one circle representing "boys" and a second representing "play," the message "boys play" can be represented by the area where the two circles overlap. Verbal syntax is more versatile that the Venn diagram, however, which might also represent "play-boys." The semantic signs used in messages include gestures and facial expressions.

Culture is communicated, learned patterns. The *cultural content* of a society is the total set of non-inherited patterns common to its members—such as carriages, family structures, concepts, language, value systems, and customary behaviors. The *cultural process* is the verbal or nonverbal transmission of these patterns from one person to another, particularly their transmission from one generation to the next. Both the observable content of culture and the cultural process are communicational.

Although noise (irrelevant signals) and inadequate redundancy are often important factors, the main social reason for inaccurate messages is that the images evoked by given signs vary greatly between persons and cultures. Since different cultures and subcultures hold different sets of images, communication is generally less accurate across cultures than within them.

Intersystem Analysis—Transaction

Whereas a transfer of information is communication, a transfer of matter-energy (substance) is *transaction*. Such transfers occur among systems of many kinds throughout the universe, including human systems. The socially interesting aspect of these exchanges is not in the physical quantities exchanged (a ton of diamond for a ton of gravel), but rather in their relative values (a ton of gravel for a millionth of a ton of diamonds). Many other things are exchanged that have no significant matter-energy base—affection, praise, trust. For social basic analysis we therefore ignore the physical entities and focus on the way *values* of things given and received affect people's interactions.

Communications and transactions are defined more strictly as interactions between parties analyzed with respect to their information content and their value content, respectively. Further, the question is not whether some interaction *is* a communication or a transaction (every real interaction is in-

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escapably both) but which aspect we focus on. Of the two, communication is the more basic, since without it there could be no society or culture. But the thing that communications are all about is transaction—doing or giving valued things for one another. Thus the most important part of truly social analysis hinges on transactions. Though indispensable, for the most part communication is the vehicle, not the content, of human interaction.

The study of transaction focuses mainly on the nature of *power* and *bargaining power* and the factors that strengthen or weaken them. Let us examine a transaction in which party A has valued good or thing X, party B has valued thing Y, and the two contemplate exchanging X for Y. In this transaction the question about A's power is *whether* he can get Y. The question of his bargaining power is that of *how much* X he will have to give for it—that is, the *terms* of the exchange. Both questions hinge in turn on A's *Effective Preference* (EP) for Y and B's EP for X. *Preference* is the desire, or will, to complete the transaction. *Effective* refers to the ability to do so—having enough X to offer B to make him willing to give up Y. Completion of the transaction hinges on two different but mutually contingent decisions. They are different in that A's decision to give up X for Y is not the same as B's decision to give up Y for X. They are mutually contingent in that there must be at least one set of terms which both A and B are willing and able to accept.

Figure 1 shows the EPs in a transaction in which son (A) wants use of the family car Saturday night (Y) and father (B) wants some hours' worth of chores (X) to be done. The son's EP extends to 5, which means that he would be willing to do five hours' worth of chores in return for using the car. The father's EP, which extends from his side of the diagram to 6, means that he is not willing to let the car go for fewer than six hours of chores. If both sides stick to these positions, the son lack the power to get the car and father lacks the power to get the chores done. (We are focusing for the moment on this transaction alone—as having no connection with any other possible transactions.)

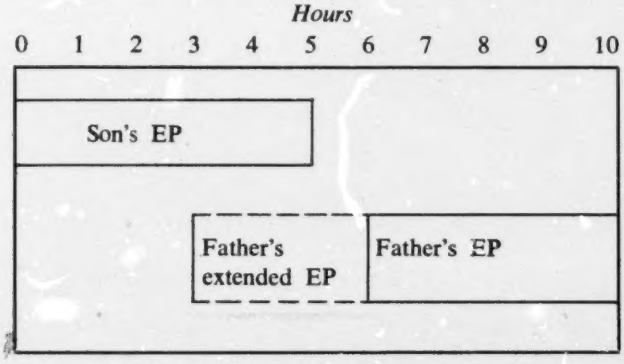

Figure 1. EPs in Father-Son Transaction

Let us assume the father then recalls that about three hours' worth of chores are imperative (cleaning out the cellar before the special annual trash collection), but that others can wait. Now he would be willing to lend the car in return for these three hours of chores. His EP would extend farther to the left, to 3. The two EPs now overlap between 3 and 5, which means that the transaction could be completed on any terms at or between those points. A now has the power to get Y and B now has the power to get X. If we assume for the moment that father and son are equally good negotiators, the transaction will be completed at 4. Generosity extends on EP and hostility contracts it, with results the reader can trace.

The above illustration deals with transactions in positive goods. The model applies as well to transactions in bads (negative goods). These can take the form of a *stress*, unilaterally and pretransactionally applied by A on B, after which they negotiate about what B will give A for relieving the stress. Or it can take the form of a *threat*, in which A identifies some bad that he can inflict on B, and the two then negotiate about what B will give A for A's *not* executing the threat posttransactionally. In both stress and threat transactions, the transaction proper is over its positive aspect—*relieving* the stress or *not* executing the threat.

A host of other variations can be accommodated without changing the basic model. For instance, this approach can be applied to the analysis of group power and bargaining situations. In competition, coalition, or collective bargaining, transactions involve two or more parties on one or both sides. As to competition, if numerous As and Bs are exchanging many units of Xs and Ys, if all units of X and of Y are identical or interchangeable, and if every A is aware of and free to deal with every B, and vice versa, then the overt alternatives available to any one A or B will narrow to or toward the point at which all pairs of As and Bs exchange X for Y on the same terms. The result is a *market consensus*, or *consensus by transaction*. In collective bargaining multiple As transact simultaneously with a single B on a set of terms jointly agreed by B and some agent for the As. In a coalition the As agree among themselves, but not jointly with B, that no one A will agree to a transaction with B on terms less favorable than the As have agreed upon. (This is the obvious difference between collective bargaining by a union and a price conspiracy among sellers.) Given the preceding analysis, the reader can apply the concepts to union-management relations, cartels, or international alliances.

Intersystem Analysis—Organization

In the preceding discussion, we looked at the two interacting parties as separate systems and examined how their transactions and communications reflected and affected their individual states. Whenever two or more systems interact, they fill the definition of an acting system—a new, higher-level, and emergent system relative to the initial ones. In studying organization we shift attention from the parts to the joint effect produced by the whole, though without denying that the whole continues to consist of interacting parts.

Any system whose components are two or more human beings is an *organization*. There are two major types of organization. One is the *formal* organization, in which the activities of the group are consciously coordinated toward a joint result (for example, governments and corporations). If a joint result is the unintended outcome of interactions in which each party simply pursues individual goals, the organi-

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zation is *informal*. (The paradigm is the biological ecosystem; a social example is the pure market system, whose subsystems care only about their own individual welfare and are subject to no controls on behalf of the whole economy.) There are, of course, many possible intermediate states between these two major types. For instance, an individual or organization might modify its behavior from a purely self-oriented pursuit so as to modify the whole of some larger group. This might be termed a *semiformal* organization. (Those portions of the social system studied by sociologists are mainly semiformal in that they are not formally controlled but many of their subsystems exert social pressures to induce others to behave in ways that are culturally defined as "better.")

Organizations can be studied by applying the same intrasystem concepts described previously. To the extent we are interested in the behavior of an organization as a unit, we attend to the intrasystem concepts of DSE states and to its decisions. To the extent we are interested in the interactions of the organization's parts, or of the organization with other organizations or persons, we use the intersystem concepts of communication and transaction.

Because of the great complexity of organizations, however, these concepts must be elaborated and extended. For instance, one of the distinctive characteristics of the formal organization, as mentioned above, is that its activities are directed toward a joint result. This means that the analyst must attend to how joint decisions are made. The analysis of communication requires no attention to decisions at all and the analysis of transaction focuses on two mutually contingent but different decisions. To produce the desired joint effect of formal organization, the members must agree on, or at least accept, a single decision. Agreement can be reached by communication (the parties talk till they agree) or by transaction (the parties trade concessions). If both interactions fail to produce agreement, and since we recognize only these two types of interaction, agreement is not possible. But a decision is possible even if agreement is not, and it can be forced on those who disagree by a dominant coalition of whatever kind of power is relevant to the situation—brains, muscle, votes, money. (Since the dominant coalition is based on power, it, too, is transactional, though at a different level, which we will not go into here.) People normally prefer to make decisions by communication; if that fails, they choose transaction; dominant coalition is usually the least preferred decision-making approach.

Among other organizational concepts that expand the analytical power of the basic intra- and intersystem concepts presented here are induction, role, structure, authority, and coordination.

Predicting Change in Particular Situations

At the beginning of this article, we noted the distinction between the nomothetic sciences, which seek out the similarities among situations, and idiographic studies, which focus on the particulars of unique situations. We described the essential analytic concepts of an integrated, nomothetic social science: detector, selector, effector (intrasystem); and communication, transaction, and organization (intersystem). These concepts enable us to do cross-sectional analysis of relatively static situations—to perceive similarities or patterns across situations. To a certain extent, they also enable us to perceive the relationships among patterns at one time and another—to detect developmental patterns in a series of past events and predict them in future events.

We do not mean to claim, however, that the proposed integrated social science can predict the very specific details of complex changes. Science deals with similarities among situations. But life's real decisions involve particular situations, and no two are alike. Hence, dealing with them always involves art (or intuition) as well as science.

Science can help us understand particular situations when it takes the form of a *simulation model*—a particular collection of concepts and generalizations that seems to fit the situation, or, at least, those aspects of it that we want to understand. A simulation model will highlight those independent and dependent variables that are thought to be critical in a particular situation and delineate the relationships among them. The statements of these relationships generally take the conditional, abstracted, lawlike form—"If A, then B."

To illustrate, "*If* Joe perceives that both hiking and skiing are available today (detector); *if* he clearly prefers skiing to hiking (selector); *if* he has the ability to carry out that choice (effector); and *if* no other factors enter his decision (closing the model); *then* those DSE states will lead Joe to choose skiing."

Strictly speaking, such a scientific statement deals with the model, not with reality. We can make predictions only about what will happen in the model. The prediction will be accurate for reality only to the extent that the model reflects the reality it claims to depict. Such a claim is, of course, very "iffy."

For instance, random developments are not accounted for in such models; the model may fail to incorporate all the relevant variables; or prediction of later events in a complex sequence may be obscured since it is contingent on accurate prediction of earlier events. Despite these limitations, however, simulation models can help us clarify the critical components of particular situations and perceive the possibilities and probabilities of change and development in those situations.

Using a unified system-based approach to study society provides powerful advantages: it explicitly recognizes that the segments of complex reality interact with one another in many ways, including mutual causation and feedback loops; and it offers a set of analytical concepts designed specifically to deal with these complexities.

RESPONDEZ, S'IL VOUS PLAIT

Do you have any reactions to the content of Kuhn's article that you would be willing to share with us? Did it stimulate some ideas for learning activities? How useful is Kuhn's framework for purposes of interdisciplinary curriculum development? We'd like to hear your thoughts and, if possible, get a debate going in these *Newsletter* pages.

CURRICULUM MATERIALS ANALYSIS SYSTEM

The Short and Long Forms of the Curriculum Materials Analysis System (CMAS) are once again available from the SSEC.

For readers who are not familiar with the CMAS, a brief

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THE ERIC CHESS BOARD

ERIC Clearinghouse for Social Studies/Social Science Education

ERIC/ChESS Local Advisory Acquisitions/Selection Panel

The ERIC Local Advisory Acquisitions Selection Panel met March 12, 1975. The members, representing various areas of social studies/social science education, were appointed to advise ChESS on input into the ERIC system. During this meeting the panel reviewed journals indexed by ChESS for *Current Index to Journals in Education* (CIJE) and advised the staff on the appropriate definition for a descriptor in the ERIC Thesaurus.

After reviewing the current CIJE selection policy, the group examined the journals and made specific recommendations on the basis of policy, scope, and quality considerations for change in the handling of some journals. Members also suggested titles of additional journals to be considered for indexing in CIJE. With this task completed, the ChESS staff described the ERIC vocabulary development and improvement program and the procedures for submitting a descriptor into the ERIC Thesaurus.

The panel will meet again next fall. Until that time, individuals in the group will periodically review documents for *Resources in Education* (RIE) and will be consulted for terminology clarification.

ERIC/ChESS Bicentennial Bibliography

A brief annotated bibliography of Bicentennial materials has been compiled by the ERIC/ChESS staff and is currently available at no charge. It serves as a guide to materials that have immediate value to K-12 educators interested in teaching a unit or course on the Bicentennial. Annotated items are listed under six categories: textbooks, games and simulations, multimedia kits, newspapers and kits, ERIC documents, and journal articles. Each annotation includes the title of the material, its author/developer, date, grade level, publisher, and price.

Five additional bibliographies will be developed during 1975 by the ERIC/ChESS staff. Tentative topics for these forthcoming resources are social studies evaluation, staff training and development, curriculum development, world problems, and legal education.

To order the bibliography on the Bicentennial, write Coordinator of User Services, ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.

NCSS: Citation for Research in Social Studies Education

The National Council for the Social Studies (NCSS) Committee on Research is calling for nominations for the Citation for Research in Social Studies Education. The committee will review all nominations and award the citation in accordance with the procedures and criteria listed below.

(1) The citation will be awarded on the basis of a particular research effort or a meritorious research career. (2) Research is to be broadly defined to include experimental, conceptual, historical, philosophical, and other modes the selection committee may see fit to include. Research done outside what normally might be considered the social studies shall not be overlooked if it has particular significance for social studies education. (3) The citation shall be awarded no more than one time a year and no less than one time every two years. (4) The citation shall be drawn up in a format and style to be determined by the selection committee and shall be awarded at the annual NCSS convention. (5) Criteria are that the research be theoretically and methodologically sound and be of significance to current practice or policy and/or to future research in social studies. (6) The nomination should include information about both the research and the researcher. Also, a rationale should be presented as to why the subcommittee should give the nomination consideration.

Three copies of the nominations should be submitted to the following address *by August 1, 1975*: Subcommittee on Research Citation, National Council for the Social Studies, 1201 16th Street, NW, Washington, D. C. 20036. The copies should be written in narrative rather than outline form and should be typed double-spaced on 8½" x 11" paper. A self-addressed, stamped, business-size envelope for acknowledgment of receipt of the proposal should be included.

Contributors to this issue include Nancy Dille, Christine Ahrens, Judy Hedstrom, and Sydney Meredith.

BAYCEP: Summer Teacher's Workshop on China

The Bay Area China-Education Project (BAYCEP), a nationally recognized program to improve teaching about China in the schools, is coordinating a summer workshop open to elementary and secondary teachers across the country. Entitled "TO MOVE MOUNTAINS: A Workshop on Teaching Today's China," the event is scheduled for June 22 through June 27, 1975 and will be held at the University of California, Santa Cruz extension.

"To Move Mountains" will bring to the classroom teacher and curriculum specialist an understanding of today's China and will emphasize the translation of this understanding into the classroom curriculum at both the elementary and secondary levels. On the one hand, participants will have the opportunity to interact with China scholars and recent visitors to the Peoples Republic of China. On the other, they will be able to choose small-group meetings on a variety of special interest topics, such as education, medicine, and communes, in addition to various workshops, including calligraphy, kite-making, and classroom simulations.

The course will be under the direction of Victor Li, Shelton Professor of International Legal Studies at Stanford University and Director, Stanford Center for East Asian Studies. He will be assisted by the BAYCEP staff.

The workshop is offered for two hours' credit and will cost approximately $80, which includes a materials package. For further information contact David Grossman, P.O. Box 2373, Stanford University, Stanford, California 94305.

Materials for the Open Classroom

Materials for the Open Classroom, edited by Skip Ascheim, is a collection of ideas, activities, and published materials for use primarily in the elementary grades. Various criteria were used for selecting each item for the catalog: the material should actively involve students, it should be open ended and allow for many applications, and students and teachers should be free to use the materials according to their own needs.

The main intention of this collection is "to aid the teacher who has declared his or her independence from the study guide, the curriculum office, the textbook publishers, and the lesson plan." Even though the materials are not listed according to traditional curriculum categories, their ability to be used for many different purposes makes them appropriate for social studies, mathematics, science, and language arts classrooms. The wide range of catalogued items includes abacus board and tablets, gerbils, cages, camera kits, construction sets, dinosaur kits, "finger pianos," funnels, games, marbles, wire cutters, dominoes, "psyche-paths," sailboats, trundle wheels, spools, puzzles, "people pieces," prisms, and storage boxes.

Teachers can purchase the materials from individual educational materials suppliers (their addresses are given in the volume) or they can follow some of the suggestions given in the book and create their own materials to use with the described activities. Costing $3.00, the book can be ordered from Dell Publishing Company, 1 Dag Hammarskjold Plaza, New York, New York 10017.

NHF Humanities Services Program

The National Humanities Faculty (NHF), an independent nonprofit educational organization, is offering a new program designed "to create a working dialogue between eminent humanists and educators in order to improve the teaching and learning of the humanities." The NHF Humanities Services program makes available the services of leading humanists to provide preservice and inservice assistance to individual schools and school districts, as well as community and junior colleges. Sixteen hundred Humanities Services faculty members are currently available and can offer consultation in single disciplines and interdisciplinary studies, including global studies, ethnic studies, American studies, English, language arts, philosophy, religion, career education, and bilingual education.

The type of services offered by the program's faculty is determined by the needs of the individual school or district. A wide range of assistance is available, including help in such areas as curriculum development, evaluation, provision of information about existing programs, effective use of oral history techniques, and the planning of educational activities for the Bicentennial.

An important element in this program is its emphasis on attending to the individual needs of each school: no pre-packaged programs are offered. After using a questionnaire to assess a school's needs, the Humanities Services staff collaborates with the school to outline objectives for a program. The Services staff then develops a set of program guidelines on the specified topic and selects appropriate humanists from its faculty to implement the project. Provisions have been made for both short- and long-term affiliations and a wide variety of settings for working with the NHF, ranging from one- to three-day workshops in a particular school, district, or region to a full year of carefully integrated programs throughout an entire state system.

The Humanities Services program is based on six years of planning, implementation, and evaluation of NHF work in some 500 schools and school systems nationwide. Faculty members hold full-time positions at various colleges and universities across the country and are available to the general educational public only through the NHF. For more information, contact Dr. Arleigh D. Richardson, Director, National Humanities Faculty, 1266 Main Street, Concord, Massachusetts 01742.

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ERIC ChESS

Looking At

April 1975

Looking At... is a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). ERIC/ChESS is funded by the National Institute of Education (NIE) and sponsored by the Social Science Education Consortium, Inc. (SSEC). Free copies of Looking At.. may be obtained from ERIC/ChESS, Looking At..., 855 Broadway, Boulder, Colorado 80302. If you are not already on the mailing list to receive bulletins and would like to be, send your name and address to ERIC/ChESS.

PUBLIC DOUBLESPEAK

purpose

Looking At... is published to let *you* know what *we* know about an emerging topic of interest or current concern to elementary and secondary social studies and social education teachers. We, after all, are a "clearinghouse." We select, abstract, and index current hard-to-obtain documents for *Resources in Education* (RIE) and current periodical articles for *Current Index to Journals in Education* (CIJE). Also, we commission or prepare social studies practical guidance papers, interpretive papers, and reference tools when need, literature, and practice warrant. In the process of doing this work we get around, talk with many people throughout the country, have many visitors, and receive many letters and telephone calls for information about who is doing what, and what is the latest activity on a topic. Before enough theory, practice, or materials have crystallized or surfaced to warrant a practical guidance paper, we hope to make available information about practice, people, materials, and ideas on new topics--performing a clearinghouse and communication function through *Looking At...*.

Looking At... is also intended to be a catalyst that increases communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for a second *Looking At...* on public doublespeak and for a *Looking At...* on other topics.

INTERVIEW: DAN DIETERICH

This issue's interview is with Daniel J. Dieterich, Chairman of the Committee on Public Doublespeak of the National Council of Teachers of English (NCTE). The Committee was founded in 1971 with the Council's passage of two resolutions:

> *On Dishonest and Inhumane Uses of Language Resolved*, That the National Council of Teachers of English find means to study dishonest and inhumane uses of language and literature by advertisers, to bring offenses to public attention, and to propose classroom techniques for preparing children to cope with commercial propaganda.
>
> *On the Relation of Language of Public Policy Resolved*, That the National Council of Teachers of English find means to study the relation of language to public policy, to keep track of, publicize, and combat semantic distortion by public officials, candidates for office, political commentators, and all those who transmit through the mass media.

Obviously, these are concerns of social studies as well as English teachers and this is an area in which social studies, English, and other teachers could well cooperate. In fact, a number of social studies people are already involved with the Committee. We thought *Looking At...* readers would like to hear more about doublespeak and the work of the Committee. Karen Wiley, ERIC/ChESS editor, asked Dieterich to tell us about public doublespeak.

Wiley: What exactly IS *public doublespeak*--and what is NOT *public doublespeak*?

Dieterich: Part of it is easy: *public* refers to the communication through the mass media. Now, the hard part: what is *doublespeak*? According to the resolutions passed by NCTE, it is inhumane and dishonest use of language--deception, dishonesty, semantic distortion. All these are aspects of doublespeak, but I don't really think we have a decent definition for it yet. I can say what doublespeak does not include. It's not the study of grammatical errors, of diagramming, of word choice per se. It's not even really the study of euphemism, though euphemism can play a part in doublespeak, depending on context and situation. For instance, we are not out to say, "Euphemisms are bad so don't use them." Also, we're not trying to push an ethical schema on anybody. Rather, what we are trying to do when focusing on doublespeak is to analyze the way language relates to people and to society. What we are saying is, "Here are some tools that people can use to analyze any group's language--to cut through it, to get down to the bare bones somehow, to see what's being done with that language."

> The Committee on Public Doublespeak gave its annual Doublespeak Award in the category of "misuse of euphemisms" to Colonel Opfer of the U.S. Air Force, who told reporters in Cambodia, "You always write it's bombing, bombing, bombing. It's *not* bombing! It's air support."

Wiley: Some critics of current language usage seem to be trying to put a straitjacket on the language. For instance, they criticize *all* uses of slang and neologisms, seemingly not wanting the language to change at all. Isn't that going too far?

Dieterich: There is a diversity of opinions about language misuse. I don't go along with several people I have heard recently who say that there is one proper way of saying things and that anyone who varies is wrong. I am not trying to put that kind of straitjacket on people. Some people are worried the language is being hurt through public misuses such as improper grammar. I'm not too worried about the suffering that language is going through; I'm worried about the suffering that people are going through because of misuse of language. I don't care if someone says "ain't." What I care about is the language technician--a communications expert--who spends six weeks constructing a 60-second message aimed at getting seven-year-old children to do something they wouldn't normally do, and the children don't even know why they do it or how to deal with the message they receive! It is not a matter of sloppiness on the part of the communications expert; it is a matter of extreme finesse--that's my concern. The use of language is becoming more sophisticated; people are

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using it with much greater skill than ever before. To answer your question then--what is fair game for the committee's criticism?--it is the misuse of public language to persuade individuals, as consumers or citizens, to make judgments on the basis of insufficent or incorrect information.

Wiley: Why should anyone be concerned about misuse of language? Why shouldn't people be able to say whatever they want, however they want to say it?

Dieterich: People can, do, and should be able to say whatever they want to say, however they want to say it. *But*, people should also be able to recognize and deal with the misuse of language. We use language in order to control our fellow human beings. I am out to give people the critical thinking skills they need in order to recognize the ways in which they are being controlled. Then they can either accept the control or reject it, as they see fit. I'm not trying to tell people how they should talk--only how they should listen.

Wiley: Searching for examples of public doublespeak can be a lot of fun and can give us some good chuckles. But aren't there some deeper issues involved?

Dieterich: One of the prime issues is the public's right to know the truth about the people they elect to office. People have got to have *free access* to information in a democracy, but that isn't enough. They also have to be able to *analyze* the information they receive. A second issue stems from our need as a capitalistic society to have access to information about the products we buy. We have to buy wisely and intelligently, but we don't. The reason we don't is we can't. We can't because we don't have the tools to analyze the language that is being used on us. Not only verbal language, but the other symbol systems which are involved, such as color and music. We don't know what's happening to us in a commercial. We say we don't listen to commercials, but in fact we do. And we make purchases based on commercials--otherwise industry wouldn't spend $26 billion a year making them!

> ERIC is not immune to doublespeak: in the latest version of the Thesaurus of ERIC Descriptors, under the term POVERTY readers are advised to "use Economic Disadvantagement."

Wiley: What are the major analytic tools around which a course on doublespeak might be built?

Dieterich: There are several tools, including the rhetorical, the general semantics, and the linguistic approaches. Social studies teachers may be familiar with the traditional *rhetorical approach*. It is reflected in the Institute for Propaganda Analysis framework, which identifies seven techniques used in propaganda--"band wagon," "glittering generalities," and so on. Hugh Rank (a member of the Committee) is trying to up-date this approach by developing a different set of analytic criteria. He has drawn up a four-part pattern. When people try to persuade others they tend to do one or more of four things: they tend to exaggerate their own good points, to exaggerate their opponents' bad points, to downplay their own bad points, and/or to downplay their opponents' good points. That is the basic framework. From that you get into the complexities. Some sections of Rank's approach are available already from the Committee. The *general semantics* approach is founded on the theory that the relationship between language and reality is somewhat like the relationship between map and territory. When people begin mistaking the map for the territory, they are in big trouble. All sorts of complexities are derived from that one little simile. S. I. Hayakawa's *Language in Thought and Action* describes this approach and the International Society for General Semantics, based in San Francisco, distributes a number of other reading materials on it. The *linguistic method* is an analysis of the way that language works in society. Julie Stanley, another member of the Committee, has written several papers on this approach which are available through the Committee. They analyze the way that linguistic construction can be used to hide meaning. For instance, how do you make an unflattering statement about someone without taking the responsibility for having made it? Well, you can say, for instance, "This person seems to be dishonest." And what does "seems to be" mean? What it really means is "it seems *to me*," but "seems to be" diffuses the responsibility for the statement. The linguistic approach examines such aspects of language as syntax and word choice.

> The Vietnam War "was conducted not in secret, but in jargon." --Henry Fairlie, "The Language of Politics," *Atlantic*, January 1975.

Wiley: What are some learning activities that could be used by a teacher or team of teachers?

Dieterich: One thing students and teachers could do is evaluate advertising. They can transcribe television or radio commercials or take ads out of magazines and newspapers and then see if they can find any positive claims in them: what is it that makes this product different from every other? They will find out, not surprisingly, that usually there isn't anything that makes one product different from any other. When they do find a positive claim, they can sit down and test it themselves. Sometimes this will require a laboratory, but ordinarily a high school or college student would have no difficulty in verifying or disproving it without special equipment. They could analyze sexist language. Again, they look at mass media and see the way that the sexes are referred to. Are they dealt with identically? Are different vocabularies used? What are the connotations of the different words used to describe men and women? In a similar vein, they could analyze military language--not beginning with the assumption that the military is either good or bad but studying the particular and peculiar nature of military language. What is the subject matter of military language? Does that give us some indication of why military language is the way it is? The main thing, of course, in this area would be euphemism. What euphemisms are used? Why are they used? How are they used? Another kind of activity would be studying the role of the Federal Communications Commission in regard to the mass media. What does it do? Who is on it? Whose interests do its members protect? These are just a few examples of learning activities.

COMMITTEE ON PUBLIC DOUBLESPEAK

The Committee has a regularly published newsletter, offers a number of publications for teachers, has a number of other publications "in the works," and provides a variety of services, such as conducting workshops and suggesting speakers. It is housed at the headquarters for the National Council of Teachers of English (wherein is also housed the ERIC Clearinghouse on Reading and Communication Skills). For more information, write the Committee at 1111 Kenyon Road, Urbana, Illinois 61801.

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ERIC DOCUMENTS

The documents abstracted below are available from the ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corp., P.O. Box 190, Arlington, Virginia 22210, unless otherwise noted. Microfiche (MF) and hardcopy (HC) prices are given for each document. We suggest you refer to the complete abstract in *Resources in Education* before ordering.

ED 084 563. *The Language of Persuasion.* English, Vocabulary: 5114.68, authorized course of instruction for the Quinmester Program. By Irvin Goff. Dade County Public Schools, Miami, Fla., 1972. EDRS Price: MF-$0.75, HC-$1.50, plus postage.

Developed as a high school unit, this guide provides the teacher with strategies for the study of speakers or writers as persuaders; the identification of the logical and psychological tools of persuasion; the examination of levels of abstraction; the techniques of propaganda; and the effective forces in advertising. The subject matter includes (1) identification of devices used by propagandists and evaluation of their effectiveness; (2) evaluation of news in the mass media; (3) evaluation of advertising in the mass media, including analysis of techniques and identification of appeals; and (4) instruction and practice in the use of persuasion. The guide is arranged by performance objectives with suggested teaching strategies listed under each objective. A listing of student and teacher resources is provided.

ED 069 008. *Political Rhetoric of Our Times*, edited by James W. Chesebro and John F. Cragon. Student Press, Minneapolis, Minn., 1971. EDRS Price: MF-$0.75, HC-$1.85, plus postage.

This student-published quarterly journal is a forum for student thought on contemporary issues in rhetoric and communication. This issue focuses on the "Political Rhetoric of Our Times." The articles in this issue focus on the following topics: application of fantasy themes to individual role identification in the small group setting; an analysis of the use of the "Cold-War Phantasy" themes that Johnson and Goldwater identified with in their 1964 presidential campaigns; examination of President Nixon's rhetoric of withdrawal; and investigation of the rhetorical strategies of radical movement groups, such as the "Political Revolutionary," "Cultural Revolutionary," "Superstar," "Urban Guerilla," and "Political Anarchist."

ED 094 063. *Language and Social Problems*, by Murray Edelman. Wisconsin Univ., Madison, Inst. for Research on Poverty, 1974. Paper presented as part of symposium dedicating new Foreign Languages Building (University of Illinois at Champaign-Urbana, April 5, 1974), EDRS Price: MF-$0.75, HC-$1.85, plus postage.

The language in which we discuss public issues and public officials subtly evokes problematic beliefs about the nature of social problems, their causes, their seriousness, our success or failure in coping with them, which of their aspects are remediable, which cannot be changed, and what impact they have on which groups of people. Social cues rather than rigorous analysis also evoke widespread beliefs about which authorities are competent to deal with particular problems and the levels of merit and competence of various groups of people. Individuals often acquire conflicting cognitive structures regarding controversial problems. One such pattern of political myth typically defines authorities as competent, those who suffer from the problem as themselves responsible for their troubles, and the political system as sound. The alternative pattern depicts authorities as supportive of elites, those who suffer from the problem as victims, and the system as exploitative. A metonymic or metaphoric reference to any theme in such a pattern of beliefs evokes the entire structure; and syntactic forms can also evoke belief patterns. The fact that a conflicting set of beliefs is also present in the culture and in the mind helps people to live with their ambivalence and to accept public policies they do not like.

SOME BASIC BOOKS

Haig Bosmajian. *The Language of Oppression.* Public Affairs Press (1975, $4.50). If you're interested in the language of white racism, of sexism, of Indian derision, of the military, try this book.

Robert Cirino. *Power to Persuade: Mass Media and the News.* Bantam Books (1974, $1.25). A textbook, geared to the secondary school level, for teaching analysis of the way the mass media persuade people.

S. I. Hayakawa. *Language in Thought and Action.* 3rd ed. Harcourt Brace Jovanovich (1972, $4.95). Presentation of the general semantics approach.

NCTE Committee on Public Doublespeak. *Doublespeak and Ideology in Ads: A Kit for Teachers.* National Council of Teachers of English (1974, $1.00). Some ideas to help teachers get started.

George Orwell. "Politics and the English Language" in *A Collection of Essays by George Orwell.* Harcourt Brace Jovanovich (1970, $2.45). A forerunner of today's doublespeak critique.

George Orwell. *1984.* New American Library (1971, $.95). The "classic" novel in which Orwell coined the term *doublethink*, from whence came the NCTE Committee's *doublespeak.*

Vance Packard. *The Hidden Persuaders.* Pocketbooks (1957, $.95). An "oldie but goodie" on advertising.

Neil Postman, Charles Weingartner, and Terry Moran, eds. *Language in America.* Pegasus (1970, $1.75). Essays responding to the question, "To what extent is the language of politics/advertising/psychotherapy/education/bureaucracy/etc. facilitating or impeding our chances of survival?"

Hugh Rank, ed. *Language and Public Policy.* National Council of Teachers of English (1974, $4.95). Statements from a variety of sources on the misuse of language.

David Wise. *The Politics of Lying: Government Deception, Secrecy, and Power.* Random House (1973, $1.95). Traces government deception and secrecy under four administrations, two from each major party.

Will we ever forget the press conference at which Ron Zeigler, then press secretary to President Nixon, declared all previous statements issued by the President on the subject of Watergate to be "inoperative"?

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LEARNING ACTIVITIES

Cartoons

Political and editorial cartoons frequently illustrate the gap between a doublespeak statement and more accurate reality. Often this is done by showing the situation graphically from the point of view of the person or groups who are *acted upon*, while making part or all of the caption be the doublespeak statement--the statement of the person who is the *actor*. For example, a cartoon entitled "Urban Renewal = Negro Removal" shows large numbers of blacks being carried off in pickup trucks to make way for the wrecking crews.

Select several editorial cartoons to illustrate this technique, then instruct the students to search for more examples of how doublespeak can be deflated through cartoons. Discuss what purposes or points of emphasis can be served by a choice of a particular language style. Why would one person prefer to use doublespeak and another the more graphic language or representation? Are powerful or powerless people more likely to use doublespeak? What motive does the cartoonist have in exposing the dichotomy between the two different messages?

Charades

Collect three or four examples of doublespeak and select several students to act them out as charades for the rest of the class to figure out. Make sure the students you have selected know what the example really does mean. Probably it will be very difficult for the guessing students to figure out the actual quotations or statements, and they will complain that the game of charades should not be that difficult. After the charades have been performed, debrief the experience. Discuss with the students why it was so hard to figure out the charades. Was it because the words are almost meaningless, or quite widely separated from the actions they really imply?

BOOK REVIEW

The Analysis of Public Issues Program. James P. Shaver and A. Guy Larkins. Boston: Houghton-Mifflin Company, 1973.

The Analysis of Public Issues Program (API) is an interdisciplinary curriculum for students in grades nine through twelve. Included in the materials are a 442-page student text, *Decision Making in a Democracy* ($4.80); a comprehensive 420-page teacher's guide, *Instructor's Manual: Analysis of Public Issues* ($8.97); an audiovisual kit containing three color filmstrips, five cassette tape recordings, and 49 transparencies ($64.50); plus tests and homework assignments ($27.00) Complementing the program are seven problem booklets ($1.65 each) that are accompanied by teacher's guides ($.60 each). The booklets provide opportunities to put into practice the skills acquired using the text. Among the topics considered in the booklets are the environment, riots of the 1960s, women's rights, students' rights, the American Indian, and relations between the police and Blacks.

API is essentially a program designed to encourage and teach reflective thinking. Like other programs of this kind, techniques of propaganda analysis and the scientific method are employed. However, because the content focus is on the analysis of public issues, the typical "critical thinking" model has been expanded to include value clarification and careful consideration of the consequences of bias, value conflict, differing frames of reference, stereotyping, and emotionally loaded language. Furthermore, the students are actively involved in the process of decision making and, from their involvement, gain an understanding of how language affects reactions and behavior.

The entire program is pertinent to the problem of public doublespeak, and portions deal with it directly. A brief overview of the concepts that the developers consider basic to reflective thinking illustrates this. The teacher's guide contains an Outline of Concepts. Its first section presents concepts that deal with the individual's need for predictability and order in the world. These needs are related to perceptual sets, predispositions, frames of reference, and the ways in which discrepant messages are processed. Language impinges on all these phenomena. Thus, the processes, the extent, and the consequences of such impingement are carefully examined. The next section of the Outline includes semantic concepts such as the nature of words, the relationship of language to thinking, and the positive and the negative role language plays in thinking and communication.

The third part of the Outline deals with three types of disputes that may occur during examination of public issues and introduces those concepts and techniques considered appropriate and ethical for handling each. One type of dispute may arise over the nature of words. This demands a recognition that word meanings are conventions and that there is no natural relationship between any word and that to which it refers. The two other types of disputes are those that occur because facts cannot be agreed upon and those that occur because value premises are in conflict. Techniques of data-gathering, verification, and value clarification are stressed as appropriate means for handling differences of opinion.

Students who use these materials should be better equipped to analyze and make decisions about public issues. In addition, the skills which the program teaches can be used to enhance reflective thinking in all areas--public and private. The program offers an exemplary model with which to attack doublespeak.

PROPAGANDA GAME

The Propaganda Game is designed to promote clear thinking by requiring its players to become aware of specific techniques used in illogical thinking. Players are given examples of illogical and manipulated language drawn from advertisements, political speeches, and other types of everyday communications. Over 100 examples are provided; others can be obtained from magazines, public records, and such sources. Players must identify the technique employed in each example. A list of 55 techniques of abusing logic is provided with the game. It includes, among others, techniques of self-deception (such as prejudice and wishful thinking), of language (such as metaphor and shift of meaning), and of maneuver (such as leading questions and victory by definition).

CONTRIBUTORS TO THIS ISSUE include Bonny Cochran, Jill Hafner, Mary Jane Turner, and Karen Wiley.

ChESS PIECES

The following ChESS Pieces were selected from the documents processed by ERIC/ChESS for the January and February 1975 issues of *Resources in Education* (RIE). ChESS Pieces with *MF* (microfiche) or *HC* (zerography) prices are available from EDRS, Computer Microfilm International Corp., P.O. Box 190, Arlington, Virginia 22210. Readers may find it useful to read the complete abstract in RIE before ordering the document from EDRS.

ED 097 263. *Value Clarification in the Social Studies: Six Formats of the Values Sheet. Research Bulletin.* By J. Doyle Casteel and others. Florida Educational Research and Development Council, Gainesville. 1974. 55 pp. EDRS price: MF-$0.75 plus postage; HC-not available from EDRS, can be ordered from Educational Research and Development Council, 126 Building E, University of Florida, Gainesville, Florida 32611 ($1.30 prepaid).

One of the major goals of the social studies is to help students gain and refine skills in the area of value clarification. Value sheets--carefully planned activities designed to elicit value clarifying patterns of language from students--are one way of securing value clarification. Sheets, planned in conjunction with ongoing units of instruction, avoid isolating valuing from its important context. Each of the value sheets contains the social and scientific context of a situation to which a student reacts or in which a student participates, as well as questions in the form of discussion starters.

ED 096 221. *Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography.* By Maxine Dunfee, ed. Association for Supervision and Curriculum Development (ASCD), Washington, D. C. 1974. 58 pp. EDRS price: MF-$0.75 plus postage; HC-not available from EDRS, can be ordered from ASCD, 1707 K Street, NW, Suite 1100, Washington, D. C. 20007 ($3.25).

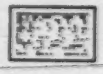
This is the third edition of a bibliography prepared in response to concern over inaccurate and inadequate representation of ethnic groups in instructional material. It is divided into four sections, with commentary preceding the listings of books and journal articles pertinent to particular topics. In the first section, A Rationale for a Pluralistic Society, the commentary traces historic concerns for Americanizing the citizenry and makes a plea for recognizing that cultural pluralism is indeed desirable. Part 2, Evidence of Ethnic Bias in Instructional Materials, describes and documents the evidence of such bias. Part 3, Efforts to Change, includes an essay describing proposed solutions, projects, and programs and an indicative rather than comprehensive documentation of such efforts. The fourth part, Resources for Educators, includes comments on a wide variety of information sources from bibliographies selected for children to provide background which will help teachers sharpen their understanding of our cultural diversity. The fifth and final section, Evaluating Your Textbooks for Racism, Sexism, contains a practical guide for evaluation of instructional materials with reference to racism and sexism.

ED 096 236. *A Guide to Selected Curriculum Materials on Interdependence, Conflict, and Change: Teacher Comments on Classroom Use and Implementation.* Denver University, Center for Teaching International Relations; New York Friends Group, Inc.; Center for War/Peace Studies. 1973. 242 pp. EDRS price: MF-$0.75; HC-$11.40 plus postage.

The purpose of the compilation of teacher-developed descriptive evaluations of curriculum materials is to provide practical guidance to available materials dealing with the selected themes of interdependence, conflict, and change. Each of six conceptual units presented on change, conflict, identity, interdependence, power and authority, and values and valuing, contains introductory information to all the materials analyzed, indexing them by conceptual units, topics/techniques, typical courses into which they might be categorized, and grade level. The bulk of each unit is made up of edited versions of the descriptive teacher evaluations. Bibliographic and cost information for each curriculum title are provided along with information on the circumstances under which the materials were used, the grade level, teaching time, and preparation time required.

ED 097 261. *The Political Beliefs of Youth: Implications for Classroom and Curriculum. Final Report.* By John J. Fitzpatrick. Iowa State University of Science and Technology, Ames. July 1974. 142 pp. EDRS price: MF-$0.75; HC-$6.60 plus postage.

This study is an examination of black and white preadults' cognitive and affective orientations to their nation, social power, government, authority, and laws. The data were collected by means of tape recorded interviews with 96 students attending public schools in Buffalo, New York, which were transcribed, coded, and analyzed in an attempt to chart developmental patterns of preadults' orientations to politics. The results reveal that preadults' orientations are influenced by the level of cognitive development attained by that individual. Piaget's theory of cognitive development is shown to be useful in interpreting most of the major changes that take place in the preadult's developing orientations to policies. The findings are discussed in terms of their implications for curriculum development and classroom teaching in the social studies area. Appendices include the interview schedule, code book, a nation-nationality master code, government master code, authority leadership master code, and law master code.



ED 096 229. *Peace Education in the Primary Grades: The Young World Citizen. A Bibliography and Sample Activities, K-3.* By Maryellen G. Hadjisky, comp. Wayne State University, Center for Teaching about War and Peace, Detroit. 1973. 19 pp. EDRS price: MF-$0.75; HC-$1.50 plus postage.

This annotated bibliography of print and non-print materials and sample classroom activities for use at levels K-3 is intended to help teachers find creative ways to implement practical programs in peace education for young children. The periodicals, books, audiovisuals, records, and games cited in the bibliography date from the 1960s and 1970s and include resources for the teacher. The bibliography, which comprises the major portion of the publication, is divided into the following three sections: (1) The Young Citizen in Family and School, (2) The Young Citizen in Community and Country, and (3) The Young Citizen in Our World.

Science Fiction and the Social Studies

Another Tomorrow: A Science Fiction Anthology, edited by Bernard C. Hollister, contains 14 science fiction stories collected and arranged under various themes: MarsAmerica, Progress, Machine, Society, and Weapons. The purpose of the anthology is to prepare students for the different tomorrows that they might confront and to motivate them toward creative insights for probing our contemporary situation for social problems of the future. An accompanying teacher's guide contains an introduction to each story, provides questions for student and teacher discussion, and includes an annotated list of resources in science fiction.

Some of the titles presented in this paperback are "History Lesson," "Gadget vs. Trend," "Univac to Univac," "To See the Invisible Man," "Repent, Harlequin! Said the Ticktockman," and "Crab Apple Crises." The student anthology costs $2.85 and the teacher's guide, $2.00; both can be ordered from Pflaum Publishing, 2285 Arbor Blvd., Dayton, Ohio 45439.

Hal in the Classroom: Science Fiction Films, edited by Ralph J. Amelio, is a collection of nine articles which provides "multiple approaches to the study of science fiction films: political, social, sociological, psychological, sexual, mythical, literary, and filmic." This book is intended as a resource tool primarily for teachers who wish to teach in any of the following areas: future studies, social studies, science fiction, film, literature, communications, psychology, science, and humanities. The films and books treated in the articles deal with people and their humanistic concerns, especially for the future. For educators, "whose role is to help prepare today's young people for tomorrow's problems and potentials, [the articles] provide a valuable tool for confronting that future in a way that is both interesting and challenging." Costing $4.95, the paperback can be ordered from Pflaum Publishing, 2285 Arbor Blvd., Dayton, Ohio 45439.

The entire February 1973 issue of *Social Education* focuses on the theme "Teaching World History through Science Fiction." Ten stories are included--contributed by such writers as Judith Merril, Ray Bradbury, and Isaac Asimov. They demonstrate a new approach to the teaching of social studies: the use of science fiction in social studies courses. The stories and numerous questions for students can be used "to stimulate the imagination of students; increase recognition of the persistent problems that people have faced throughout history and encourage interest in solving these problems; develop ability to see relationships between people and events; facilitate the student's task of understanding links between past, present, and future; provide bases for analyses of key issues of the contemporary world; serve as strong incentives for additional research and study; and add immeasurably to the student's enjoyment of social studies."

The issue can be ordered from *Social Education*, National Council for the Social Studies, 1201 Sixteenth Street, NW, Washington, D. C. 20036, for $1.50.

Enriched Social Studies Teaching

Enriched Social Studies Teaching through the Use of Games and Activities, by Richard and Linda R. Churchill, is a practical guide of games, ideas, puzzles, and activities appropriate for use with junior and senior high school students. When compiling the materials for this paperback, the authors were interested in making "the social studies class a more stimulating, enjoyable, and rewarding experience."

The collection provides enrichment activities that have been "used in a variety of situations and found to be successful and rewarding." The 60 ideas are presented alphabetically under four categories of materials--games, puzzles, writing projects, and physical activities. They include the following: "Bingo," "Charades," "Fast Talk," "Football," "Letter Mazes," "Biographical Puzzles," "Places in History," "Diaries," "News Releases," "Dramatic Skits," "Hall of Fame," and "Political Cartoons."

Each of the ideas presented in the book is accompanied by suggestions for presentation in a social studies classroom. In the explanation of the game "Bingo," for example, the authors suggest that definite historic limits be established before developing each game. One game might cover the period of ancient Greece and Rome; another, the development of modern Europe. After the period of history is decided upon, the questions and playing cards having information appropriate to the designated historic period can be developed by either the teacher or the students. Further details of playing "Bingo" are discussed in the book and include sample questions and illustrations of possible playing cards.

Costing $2.50, this teacher's resource can be ordered from Fearon Publishers, 6 Davis Drive, Belmont, California 94002.

Kindergarten Teacher's Handbook

The program presented in the paperback *The Kindergarten Teacher's Handbook*, by Elizabeth S. Meyers *et al.*, provides "the teacher with a means of assessing children and individualizing instruction for them at the outset of the kindergarten experience." Based on the theory that children, as a rule, develop unevenly and that each child can be helped toward optimum functioning through an individualized prescriptive teaching approach, the handbook provides a variety of assessment procedures for a teacher to incorporate into an existing kindergarten curriculum.

The assessment will help indicate whether a particular child is developing within the range of expectation, is advanced, or is lower than average in performing the functions measured. After completing an assessment, the teacher has cues for the kinds of experiences to provide which will be most beneficial for the child. Guidelines for measuring perceptual, motor, and language areas are provided and are suitable for use with children from varying socio-economic backgrounds.

Based on a program instituted in Kindergarten classes in Manhatten Beach Public Schools (California), the activities outlined in this resource do not require radical administration or physical change. They do, however, prescribe teaching strategies and methodology that call for extensive planning in parent education, materials selection, and classroom activity.

The volume costs $3.00 and can be ordered from Grammercy Press, P.O. Box 77632, Los Angeles, California 90007.

description is in order. The CMAS consists of sets of questions about various aspects of social studies curriculum materials. The questions guide one in making systematic analyses and comparisons of curriculum materials. The CMAS is, thus, a tool for use by curriculum committees and others faced with problems of selecting materials appropriate for their needs from a range of possible alternatives. The aspects of materials on which the CMAS focuses are Product Characteristics, Rationale and Objectives, Content, Theory and Strategies, Antecedent Conditions, Evaluation, and Background of Materials Development.

The Short Form (Publication #145) costs $1.00 and the Long Form (Publication #143) costs $4.00. Orders should be accompanied by check, money order, or institutional purchase order and should refer to the Publication number.

WINGSPREAD WORKBOOK FOR EDUCATIONAL CHANGE AGENTS

This is a book to be *used,* not just read. Department chairmen, teachers, curriculum supervisors, curriculum developers—all sorts of people who want to make specific changes in schools but don't quite know how to get started will find help in the *Wingspread Workbook for Educational Change Agents.* It contains a structured series of questions (as well as suggestions on how to get the information to answer them) that help innovators to identify potential avenues for introducing new ideas and products and to develop step-by-step plans of action.

The *Workbook* grew out of the National Seminar on the Diffusion of New Instructional Materials and Practices, which was held at the Wingspread Conference Center in Racine, Wisconsin, in June 1973 . The Seminar was supported jointly by the Johnson Foundation and the National Science Foundation and planned by the SSEC, the National Council for the Social Studies, the Committee on Pre-collegiate Education of the American Political Science Association, and the Social Studies Development Center at Indiana University.

Over 50 social and natural scientists, college educators, classroom teachers, state and federal program officers, public school administrators, curriculum developers, and publishers attended the Seminar. The purpose of the Seminar was to tap their *experience* in educational diffusion efforts, rather than to bring together research findings. From the small- and large-group discussions of the participants, the *Workbook* authors, James M. Becker and Carole L. Hahn, retrieved and systematized the wealth of *practical* ideas contained in the *Workbook.*

These ideas are organized into series of questions designed to help the change agent diagnose the nature of the innovation to be introduced, his/her own capabilities as a change agent, and the potential avenues of change in the school system (that is, the roles played by various people, the occasions for introducing changes, and the kinds and channels of communications). The last part of the *Workbook* suggests how all the information generated by these questions can be put together in a coherent action plan.

The Johnson Foundation has given SSEC $2,000 to obtain feedback on the usefulness in actual practice of this version of the *Workbook.* We expect to revise the *Workbook* on the basis of this feedback some time in 1977.

The *Workbook* is available through SSEC for $3.00 per copy. Orders should be accompanied by a check, money order, or institutional purchase order and should refer to Publication #180.

CONTRIBUTORS TO THIS ISSUE
include Cindy Ellis, Mary Jane Turner, Jim Davis, Karen Wiley, Doug Superka, Gene Martin, and Sharryl Hawke. Linda Branch handled printer relations and preparation of copy.

COLORADO LEGAL EDUCATION PROGRAM

The Colorado Legal Education Program (CLEP), sponsored jointly by the Colorado Bar Association and the SSEC in cooperation with the Colorado State Department of Education, has recently completed a series of law-focused education workshops. Participants included administrators, teachers, judges, lawyers, policemen, community persons, and students from 20 Colorado school districts.

At the end of each workshop, the participating teachers presented a curriculum plan which they are implementing in the classroom this year. Participants are also conducting follow-up workshops, with materials and support provided by CLEP, in their own and adjacent school districts during the spring.

The program has been refunded for 1975-76. Eight teams from metro-Denver have been selected to participate. In addition to training and follow-up with these teams, CLEP will continue to support and provide services for the Year One teams.

The *Handbook of Legal Education Materials,* which was developed as a tool to assist in curriculum selection, will be refined and more analyses will be added. The staff will also develop a handbook outlining classroom activities for police, a list of legal education competences for K-12 students, and a pool of test items with which these competences can be measured.

All aspects of the program (materials, workshops, teachers, community involvement) are being evaluated by the CLEP staff and a team of outside evaluators. The evaluation effort is being directed by Dr. Robert Richburg of Colorado State University.

ETHNIC HERITAGE PROJECT: PROGRESS REPORT

The Ethnic Heritage Curriculum Materials Project funded by the U.S. Office of Education is in its final six months. Much of the project activity in the first half year focused on collecting and analyzing ethnic heritage educational materials. As of March, the staff had identified 1,597 ethnic heritage materials; 1,071 of these materials have been received while 526 remain on order. Materials are being analyzed as they arrive, and there are now more than 509 analyses on file.

Two major products are being developed by the ethnic heritage staff. One product, a *Teacher Resource Kit for Ethnic Heritage Studies,* is being designed as a "starter" kit for K-12 teachers who are implementing ethnic studies programs. Included in the kit will be basic background readings on ethnic studies, annotated resource lists, and guides for strategies and class activities effective in the teaching of

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ethnic studies. Some student materials may also be incorporated into the kit. The second product being compiled is a *Teacher Resource Guide to Ethnic Studies Curriculum Materials*. The guide will be developed from the materials analyses completed by the project staff.

In January the Ethnic Heritage National Advisory Council held a two-day meeting at the Consortium. Council members attending were James Banks, Carlos Cortés, Wesley Westerberg, and John Yee. A review of completed activities was presented and council members provided suggestions for the design and content of two projected products.

Members of the Ethnic Heritage staff will be making presentations at three professional meetings this spring: Northeast Regional NCSS, Boston, April 4; National Association of Elementary School Principals, Minneapolis, April 15; Southeast Regional NCSS, Virginia Beach, April 25. A session was also presented in March at ASCD in New Orleans.

The Ethnic Heritage project has received a number of inquiries about the analysis instrument developed by the staff to analyze ethnic heritage materials. In response to these inquiries, SSEC is making the instrument available. The instrument provides a comprehensive basis for analyzing ethnic studies materials with attention to both the educational and the ethnic quality of the item under consideration. Ordering information: SSEC Publication #179—Ethnic Heritage Materials Analysis Instrument. Price $1.00. Orders should be accompanied by check, money order, or institutional purchase order and should refer to the Publication number.

EVALUATION PROJECT: INSTRUMENTS ON THE MOVE

The SSEC Evaluation Project is now concentrating on two major tasks. First is the cross-referencing and analysis of the nearly 1,000 social studies evaluation instruments which have been gathered and catalogued by the staff. One outcome of this work will be an extensive instrument file, indexed according to subject area, grade level, and other characteristics. A second outcome may be a publication, similar to the *Social Studies Curriculum Materials Data Book*, containing summaries of the most useful instruments for evaluating student cognitive and affective learning, teacher behavior and classroom interaction, and social studies programs and materials.

At the present time, the category for which we have collected the most instruments, not surprisingly, is subject-matter knowledge. We have, however, discovered a number of excellent instruments designed to measure higher level cognitive thinking and student attitudes toward self, others, and school. Areas which appear to have few practical and useful evaluation tools include values education, social action, and social studies programs and materials.

The second major project task involves school site visits. Several members of the staff are working closely with four school districts: Bozeman, Montana; Peninsula School District No. 401, Gig Harbor, Washington; Grand Junction, Colorado; and Fairfax County, Virginia. Thus far, we have had three working sessions with Bozeman and Gig Harbor and one session with each of the other two districts. Currently, teachers and administrators in these schools are field testing some of the evaluation instruments collected by the SSEC and are providing written feedback on their strengths and weaknesses. In addition to providing a source of classroom-tested information, the input from the school districts should provide a data base for the development of a handbook of suggested guidelines, techniques, and strategies for evaluating social studies objectives.

The Evaluation staff would welcome any information concerning good evaluation instruments or useful suggestions and strategies for evaluating teachers, students, or programs. If you are aware of such evaluation tools, please contact Douglas Superka, SSEC, 855 Broadway, Boulder, Colorado 80302.

IS YOUR *DATA BOOK* UP-TO-DATE?

The *Data Book* now has approximately 350 analyses of Projects, Textbooks, Games and Simulations, Supplementary Materials, and Teacher Resources, as well as cross references and indices. The date in the upper right-hand corner of your book's table of contents should now say March 15, 1975. It it does not, you may bring it up to date and order future supplements by writing Publications, SSEC, 855 Broadway, Boulder, CO 80302.

ADVANCED CONSULTATION SKILLS LAB

On June 10, 11, and 12, 1975, the SSEC will conduct its seventh series of Consultation Skills Labs. The Labs are designed to help professors, classroom teachers, supervisors, educational project directors, administrators, and others improve their individual skills in educational consultation.

The focus of this year's Lab will be to assist participants in building on the consultation skills they already have. Advanced training will concentrate on the following skill areas:

—inside and outside consultation roles and skills in educational systems

—designing school-community relations activities

—developing skills in start-up (or entry), maintenance, support, and termination of consultation relationships

—helping plan curriculum development efforts

—designing inservice training activities

Participants will also have an opportunity to assess their strengths and needs for further development *and* to practice skills in the areas of their own choosing. Extensive use will be made of the background of the participants and participants will be eligible for certification in the SSEC Consultation Network.

Drs. Eva Schindler-Rainman and Ronald Lippitt will lead the Lab. Both are internationally known organizational consultants and trainers in consultation and have served many governmental and private agencies in these capacities.

The Lab begins at 9:00 a.m. on June 10 and runs through 4:00 p.m. on June 12. It will be held at the SSEC offices in Boulder. The fee is $135 per participant and does not include transportation, lodging, or meals. If teams of two attend, the charge is $110 per person. Space will be assured for those who register on or before May 15, 1975. If fewer than 25 persons register, the Lab will not be held and all fees will be refunded. For information about the Lab itself and accommodations, write to James E. Davis, Associate Director, SSEC, 855 Broadway, Boulder, Colorado 80302, or phone (303) 492-8155.

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SSEC ACTIVATES CONSULTATION NETWORK

Do you need help in:
—curriculum planning and development?
—designing inservice training?
—team building?
—developing better school/community relations?
—planning for content instruction in the social studies?
—preparing objectives and program?
—developing basic consultation skills?
—finding resources to meet your needs?

If so, the SSEC Consultation Network is at your service.

The SSEC Consultation Network is now in operation. The Network is designed to provide consultant services in many areas related to social science education and will serve the education community throughout the United States and Canada.

It is increasingly clear that there is great value in using qualified consultants to help bring about educational change. A consultant who can work on an "inside-outside" team basis can help to provide perspective, to design problem-solving and training activities, and to link clients with needed resources. The two-pronged problem that usually confronts clients in selecting a consultant is finding someone who (1) has *expertise in the area of need* and (2) is *skilled in providing consultation.* The SSEC Network is designed to help by identifying appropriate consultant resources.

Network members and interns are listed below.

How do you go about arranging for a consultant? The staff of the SSEC is prepared to help you arrange for consultation help. Just call or write James E. Davis, Associate Director, SSEC, 855 Broadway, Boulder, CO 80302, or call (303) 492-8155.

If you are interested in becoming a member of the Network please write to us. We will send you the appropriate information.

Name	*Areas of Expertise*
Douglas D. Alder Associate Professor of History Utah State University	Inservice Training History Education
James M. Becker Director, Social Studies Development Center Diffusion Project Indiana University	Diffusion Strategies International Education
Watt L. Black Professor of Education North Texas State University	Legal and Civic Education Social Studies Curriculum
Daniel J. Booth Director, Daniel J. Booth Associates Boulder, Colorado	Human Relations Training Interpersonal Skill Training
Barbara J. Capron Head Teacher, Wellington Elementary School Belmont, Massachusetts	Elementary Social Studies Curriculum Inservice Training
Gordon Funk Consultant of Human Relations Wichita Public Schools	Human Relations Development Program Planning
Emily S. Girault Associate Professor Maxwell Graduate School of Citizenship and Public Affairs Syracuse University	Basic Consultation Skills Development Inservice Training
Frances Haley Assistant Director Social Science Education Consortium Boulder, Colorado	Social Studies Curriculum Planning Inservice Design and Training
Suzanne Wiggins Helburn Professor of Economics University of Colorado, Denver	Curriculum Development Economic Education
Clarence H. Horn Human Relations Consultant Wichita Public Schools	Inservice Training Faculty Development
Glenn R. Johnson Professor Texas A & M University	Inservice Training Developing Instructional Objectives
Patricia Johnson Assistant Professor of Education Florida State University	Basic Consultation Skills Development Values Education
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Ronald Lippitt Human Resource Development Associates Ann Arbor, Michigan	Consultation Skills Development Training Designs for Change
Donald C. Lord Chairman, Arts and Humanities Unity College Unity, Maine	Multi-media Development Inservice Training
Andrea J. Love Far West Regional Coordinator Education Development Center San Francisco, California	Elementary Curriculum Development Curriculum Planning
William A. Luker Professor of Economics Director of the Center for Economic Education North Texas State University	Economic Education Curriculum Planning Inservice Training

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Single copies of the SSEC Newsletter *are available to individuals free upon request. For bulk orders of the* Newsletter *for use in conferences, workshops, classrooms, etc., please remit 20 cents per copy ordered.*

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